



## State of Nevada – Department Of Personnel

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### CLASS SPECIFICATION

<u>TITLE</u>	<u>GRADE</u>	<u>EEO-4</u>	<u>CODE</u>
DIRECTOR, SPECIAL EDUCATION	41	A	5.216
ASSISTANT DIRECTOR, SPECIAL EDUCATION	40	A	5.218

### SERIES CONCEPT

Directs a Special Education Branch and provides statewide assistance to school districts and the public by providing leadership and direction in the development, promotion and implementation of federal and state programs for the education of individuals with handicaps.

Develops and implements an annual branch activity/work plan to provide direction to the branch and accomplish the goals and objectives of the agency. This is accomplished by identifying the needs of individuals with handicaps in the State and the resources available to provide appropriate special education services; recommending modifications to existing special education programs and facilitating the development of new programs; identifying staff strengths and limitations and assigning branch activities accordingly.

Maintains knowledge of issues, laws and regulations relating to special education in order to gain a broad base of information relative to issues in special education and education law by: meeting with school administrators, teachers, university staff, representatives of professional organization, legislators, and parents; reviewing educational journals and research findings; reading and analyzing federal and state laws and regulations; participating in regional and national meetings and conferences. This knowledge is communicated to educators and interested groups as well as to agency management in order to assist the agency, state board of education, legislature, and other decision makers in the development of goals and objectives for providing appropriate special education services in the State.

Provides leadership in special education on a state and national level through attendance and participation in local, state, regional, and national meetings and by organizing and facilitating meetings, workshops, and conferences to disseminate information on current issues, laws, regulations, and branch accomplishments and activities.

Monitors grant projects to ensure compliance with state and federal regulations and established objectives by: reviewing all grant award documents to verify the availability of funds and the legitimacy of the award; reviewing and approving or rejecting requests for payments to subgrantees; soliciting financial status reports from subgrantees; overseeing the transmission of fiscal information to the U.S. Department of Education or other authorities.

Manages the special education discretionary units authorized by the legislature to ensure proper distribution of funds which includes: preparing and distributing guidelines which solicit district applications for discretionary units; coordinating agency review of the applications to determine recommendations; preparing and presenting agency recommendations to the State Board of Education; preparing and maintaining a report of all requested and granted discretionary units to include verification of personnel assigned to the units.

Coordinates a comprehensive system of personnel development to ensure that personnel who serve individuals with handicaps are appropriately licensed and qualified and to ensure continued federal funding. This is accomplished by developing methods to recruit appropriate personnel; creating and implementing methods of providing specialized training and technical assistance to personnel who

**SERIES CONCEPT (cont.)**

work with the special needs population; developing a method of providing financial assistance to teachers and related services personnel who require additional training to obtain full licensure; facilitating the development and improvement of university training programs; evaluating the effectiveness of the program.

Supervises professional staff to accomplish the goals and objectives of the branch which includes hiring and training staff; assigning and monitoring work; providing guidance and motivation; and evaluating performance.

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**CLASS CONCEPT**

**DIRECTOR SPECIAL EDUCATION**

Under general direction of the Deputy Superintendent, the Director plans, organizes and directs the Special Education Branch. The incumbent performs the range of duties described in the series concept and has full administrative and supervisor responsibility for the entire branch.

**ASSISTANT DIRECTOR, SPECIAL EDUCATION**

Under general supervision of the Director, Special Education, assists the Director in the administration of the branch. The Assistant Director Coordinates, directs and reviews the work of branch staff; provides training to staff; participates in the development of the annual work plan and budget; assists in reviewing policy and procedures; and performs some of the work described in the class entitled Special Education Consultant.

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**MINIMUM QUALIFICATIONS**

**DIRECTOR, SPECIAL EDUCATION**

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Graduation from an accredited college or university with a Master's degree in education or closely related field and three years of relevant administrative experience which included directing, administering or supervising a related program at the elementary, secondary or postsecondary levels plus three years of professional experience teaching or in a professional specialty from which the applicant demonstrates possession of the entry level knowledge, skills and abilities; OR

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Three years experience as an Education Consultant.

**LICENSE:**

Possession of a conditional license to teach in Nevada is required at the time of appointment. Employees must maintain license for continuing employment in this class.

OR

Possession of other appropriate credential in an appropriate area of employment. Maintenance of such credential is required for continuing employment.

**MINIMUM QUALIFICATIONS (cont.)**

FINGERPRINT: The selected candidate may be required to submit fingerprint cards and release forms to access information on matters relating to criminal activities involving children. The hiring agency is NOT responsible for payment of administrative and/or processing fees.

TRAVEL: Required to travel to metropolitan, rural and remote locations.

**FULL PERFORMANCE KNOWLEDGE, SKILLS AND ABILITIES:** (These may be acquired on the job and/or are needed to perform the work assigned.)

Thorough knowledge of state and federal laws and regulations and agency policies pertaining to special education. Working knowledge of State administrative rules and regulations sufficient to perform fiscal management, personnel and other functions associated with management of a branch. Working knowledge of department goals and objectives and ability to integrate special education branch goals into the overall goals. Working knowledge of executive budget control reports to include ability to identify discrepancies, potential surpluses, and appropriateness of funds distribution. Thorough knowledge of requirements of complaint investigations.

Ability to analyze future ramifications of regulation changes.

**ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES:** (Applicants will be screened for possession of these through written, oral, performance or other evaluation procedures.)

Thorough knowledge of research design methods. Thorough knowledge of the education of the handicapped and handicapping conditions.

Ability to assess each staff member's skills, abilities and limitations. Ability to establish and maintain cooperative relationships with department and staff in order to be able to negotiate, exchange ideas, information, and to formulate an effective annual branch plan. Ability to effectively guide support staff to obtain maximum results and to provide technical assistance to colleagues throughout the agency as needed. Ability to compile research and information gained from special education interest groups into written and oral presentations that will provide direction for the development of goals and objectives of the branch. Ability to set priorities which reflect implementation of state/federal laws and regulations and department/branch goals and objectives. Ability to orchestrate presentations to the legislature and other organizations to enhance the awareness of the needs of students with handicaps. Ability to establish and maintain a safe and effective working environment. Ability to inspire staff and others to aspire to their greatest potential.

In addition, all knowledge, skills and abilities required at the lower level of the series.

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**MINIMUM QUALIFICATIONS (cont.)**

**ASSISTANT DIRECTOR, SPECIAL EDUCATION**

**EDUCATION AND EXPERIENCE:**

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Graduation from an accredited college or university with a Master's degree in education or closely related field and two years of relevant administrative experience and three years of teaching experience at the elementary, secondary level or above or three years experience in a professional specialty from which the applicant demonstrates possession of the entry level knowledge, skills and abilities; OR

II

Two years as an Education Consultant.

**LICENSE:**

Possession of a conditional license to teach in Nevada is required at the time of appointment. Employees must maintain license for continuing employment in this class.

OR

Possession of other appropriate credential in an appropriate area of employment. Maintenance of such credential is required for continuing employment.

**FINGERPRINT:** The selected candidate may be required to submit fingerprint cards and release forms to access information on matters relating to criminal activities involving children. The hiring agency is NOT responsible for payment of administrative and/or processing fees.

**TRAVEL:** Required to travel to metropolitan, rural and remote locations.

**FULL PERFORMANCE KNOWLEDGE, SKILLS AND ABILITIES:** (These may be acquired on the job and/or are needed to perform the work assigned.)

General knowledge of the principles and practices of budgeting, accounting and purchasing. Working knowledge of appropriate recruitment techniques and the ability to develop creative recruitment methods. Working knowledge of available fiscal resources to accomplish appropriate training activities. Thorough knowledge of work program authority and the systematic tracking of expenditures. Thorough knowledge of teacher licensure requirements and effective practices for students with handicaps in each category of exceptionality. Thorough knowledge of the comprehensive program review process.

Ability to review the financial status of grants and verify that all grant transactions comply with department policies. Ability to develop needs assessment strategies, synthesize findings and effectively communicate needs to obtain essential technical assistance. Ability to implement a fair review process to ensure systematic subgrant awarding.

**MINIMUM QUALIFICATIONS (cont.)**

**ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES:** (Applicants will be screened for possession of these through written, oral, performance or other evaluation procedures.)

Working knowledge of federal grant requirements and state requirements under fiscal program authority. Working knowledge of special education programs, monitoring procedures and best practices to assure quality programs. Working knowledge of current issues and best practices in special education.

Ability to apply the principles and practices of management and supervision. Ability to interact with persons of various social, cultural, economic and educational backgrounds for the purpose of obtaining and/or disseminating information or educating. Ability to establish rapport and trust within a diverse and often hostile group. Ability to obtain pertinent information from parents and professionals and to accurately report appropriate findings. Ability to gain information on an individual basis as well as in large groups and analyze and synthesize a variety of opinions. Ability to maintain equanimity in the face of hostility. Ability to negotiate and persuade others to accept or adopt a recommended policy, program or opinion. Ability to read, assimilate, and effectively communicate technical information. Ability to make group presentations on a variety of topics as they relate to special education. Ability to set up, conduct and carry out purposes of meetings, including appropriate evaluation strategies. Ability to organize special projects; work with others to obtain cooperation and information; write comprehensive, lucid reports and complete projects within the designated time frame. Ability to develop and coordinate training sessions, conduct sessions in areas of expertise, monitor training and evaluate results. Ability to monitor progress and completion of assignments in relationship to an established timeline. Ability to write, edit and disseminate information in a professional manner, and according to department policy.

This class specification is used for classification, recruitment and examination purposes. It is not to be considered a substitute for work performance standards for positions assigned to this class.

	<u>5.216</u>	<u>5.218</u>
ESTABLISHED:	6/20/78	7/1/91P 7/6/90PC
REVISED:	7/1/91P 7/6/90PC	